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PSYX 230.50C: Developmental Psychology - Lifespan

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MISSOULA COLLEGE, UM
PSYX 230S: Developmental Psychology: Lifespan
COURSE SYLLABUS
ONLINE COURSE
PROFESSOR: Dr. Linda EagleHeart-Thomas, Ph.D.

I. CONTACT INFORMATION

☐ **Office:** HB02 (i.e. The Fishbowl)

☐ **Phone:** 243-7906

☐ **Office Hours:**
BY APPT-Moodle
Conference

☐ **Email:** Linda.Eagleheart@umontana.edu

- o **In the subject line of every email**, please state your class and purpose; **Example: Psyx 230.50, Exam 1 question.**
- o If you do NOT follow the above format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students' emails within 24 hours (no later than 36) when I receive them Mon – Fri. There may be delays when emails are received on weekends.

II. PREREQUISITE: **Introductory Psychology, Psyx 100S**, or equivalent transfer introductory psychology course. PSYX 100S is a requirement for all students wishing to take this course. You must have completed an introductory psychology with a C- or better grade in order to be admitted to the class. Concurrent enrollment (Both at the same time) with this course and Introductory Psychology will not satisfy the prerequisite requirement.

III. COURSE DESCRIPTION: Human development is an incredibly complex process that grows out of the interaction between a changing person and a changing world throughout the lifespan. This course will introduce you to major theories of human development and show you how they guide researchers and others to analyze “real life” issues that developing persons face across the lifespan, from infancy through death. This course will strive to help you to appreciate that the best advice about such matters as enriching environments for infants, raising children, working with troubled adolescents and elder care is based on research reports rather than on armchair speculation. This course will provide opportunities to explore current scientific knowledge and theories, including both classic and contemporary research concerned with understanding developmental processes. One of the goals of this class will be to teach you to examine your own personal insights based on personal experiences and observations of others using the knowledge and techniques learned throughout the semester. It is important to remember that critical thinking and mastery of the course content as presented in the text, exercises, and assigned projects is crucial to your success in this class.

IV. LEARNING OUTCOMES: At the end of the semester, students will:

- 1). Describe development throughout the lifespan, including biosocial, cognitive, and psychosocial, as an ongoing set of processes, involving both continuity and change, by giving examples from the literature.
- 2). Analyze different developmental events across lifespan from observations using the perspectives of the major theories of development: cognitive, learning, humanistic, and

- psychoanalytic, and recognize those theories when used by others to analyze events.
- 3). Explain how research contributes to the understanding of development. Evaluate and use research findings to investigate a topic of interest.
- 4). Recall important developmental concepts and be able to recognize and apply these concepts in various situations. Emphasis is on application rather than memorization of concepts and theories, therefore critical thinking is stressed.

V. REQUIRED MATERIALS

Text and Supplements: Development Through the Lifespan by Laura E. Berk [2nd Custom Edition] and is only available at the Missoula College Bookstore

- **2. My Development Lab through MyLabsPlus (MLP):**
- MyLabsPlus is a great supplement to your text. It provides audio and visual versions of the text, chapter objectives, study plans, practice tests, videos, simulations, and many other study materials!
- It is assumed that you have adequate resources to complete your course requirements. This includes purchasing the required course materials, the customized textbook with the access code for MLP as well as access to a working computer for the entire 16 weeks.
- You **cannot** order your book from Amazon.com

VI. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

Your grade in this class is based on the following:

• Exams	5	500 points
• Discussions		200 points
• Applied Assignments & Papers		300 points
TOTAL POSSIBLE		1000

This class can only be taken in traditional mode; **you are not able to switch to credit/no credit**. Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not rounded). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

1. EXAMS:

- All exams are administered online through **MyLabsPlus**
- There are **5 exams** in this course. Five exams cover several chapters
- You must take the exam **independently**. Taking the exam with anyone else is a violation of the Student Conduct Code. See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.
- **Please take careful note** of when Exams open and when they close. The days and times are in the course calendar.
- **NO LATE EXAMS WILL BE ACCEPTED!**

- I will **not** make **alternative arrangements** to give any exams early due to travel plans, school projects, or other courses' requirements.
- You have **1 chance** to take the exam; they are **not timed**.

2. **PAPER**

- You have **2 papers** worth **300 points total**
- The Course Calendar below states when the instructions for the paper will be available and when it is due.
- Instructions will be listed in Moodle under the appropriate Learning Unit.

VI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.
 - **Missoula College students:** Contact Paul Kozlowitz at 406.243.7931 or via email, [Paul](#).
 - **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).
- I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [DSS](#).

VII. LATE and MAKE-UP WORK POLICY:

- **I DO NOT ACCEPT LATE or MAKE-UP WORK.**
- **HOWEVER**, according to the UM's Academic Policies and Procedures (see <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>), I **MAY** excuse brief and occasional absences for the following reasons:
 1. an illness or injury
 2. a family emergency
 3. religious observance
 4. participation in a university sponsored activity
- If you miss an assignment, exam or participation points due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.
 - Please consult me on what “valid documentation” entails.
 - You have **48 hours** *after the missed assignment's due date* to notify me so that we can arrange for you to make-up the work or turn it in late.
 - **Please be aware, I strictly enforce this policy and WILL REQUIRE documentation.**

VIII. DROP POLICY:

- Beginning the **46th instructional day** of the semester through the last regular class day (i.e. Friday) before Finals Week, “students may drop courses only by petition. Note that not all petitions are approved and documented justification is required. Some examples of

documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student's control. Instructors and advisors have the right to indicate that they do not recommend the drop" the UM's Academic Policies and Procedures (see <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>).

IX. INCOMPLETE POLICY

- A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM's Academic Policies and Procedures <http://www.umt.edu/catalog/acad/acadpolicy/default-print.html>).

X. STUDENT CONDUCT CODE (*PLEASE READ CAREFULLY*)

- The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any exam, assignment or discussion with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all **ASSIGNMENTS** and **PAPERS** **must** be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc.... all **EXAMS** must also be completed **INDEPENDENTLY**, unless accommodations have been approved by your instructor. **Plagiarism or cheating** will result in FAILURE (that is, a zero or an "F") on the exam, assignment, or discussion, **at minimum**, and it will be reported to Department Chair and/or the Dean. **The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.**
- If you do not know what plagiarism is, you can ask me, visit the **Writing Center** at the Mountain campus (Liberal Arts 144, 243-2266, [Writing Center](#)), the Mansfield Library (243-6866; [Library](#)), or at the Missoula College campus (i.e. Learning Center; 243-7826)

Spring Semester 2015 Course Calendar

	Lecture Chapter	Assignment	DUE
Week1	Become Familiar with MyPsychLab: Read Chapters 1-2-3 by WEEK 3 Chapter 1, Theory, and Research in Human Development READ the LEARNING UNIT Announcement with DETAILED activities	Learning Unit #1 Activities WATCH VIDEOS Posted in MyLabs	
Week 2	Chapter 2, Biological & Environmental Foundations of Development Chapter 3, Prenatal Development, Birth, and the Newborn Baby:	***1 Discussion - FOLK WISDOM	DUE 2/8
Week3	Continue Chapter 3 Chapter 4, Physical Development in Infancy and Toddlerhood		
	EXAM 1	Exam #1 (Chapters 1-3) (Posted: Feb. 12th)	Due: Feb. 15th @ 11:55 pm
Week4	Chapter 5, Cognitive Development in Infancy READ the LEARNING UNIT Announcement with DETAILED activities	WATCH Infancy and Early Childhood (Birth — Age 5) Beginning with the first years of life, the early influences of the biological and social clocks, how children develop, and how they gain confidence and curiosity are explored. http://www.learner.org/vod/vod_window.html?pid=451	
Week5	Chapter 6, Emotional & Social Development in Infancy & Toddlerhood	DISCUSSION: IMPORTANCE OF NUTRITION Watch learning units Videos	DUE Feb 27th
	EXAM 2	Exam #2 (Chapters 4-6) (Posted: Feb. 27th)	Due: March 1st @ 11:55 pm
Week6	Chapter 7, Physical & Cognitive Development in Early Childhood Chapter 8, Emotional & Social Development in Early Childhood		

Week7		Chapter 9, Physical & cognitive Development in Middle Childhood Chapter 10, Emotional & Social Development in Middle Childhood	WATCH: Children's understanding of Death: http://www.learner.org/vod/vod_window.html?pid=1276	
		ASSIGNMENT #1	ASSIGNMENT: GENDER AND AGGRESSION	DUE:
Week8		Chapter 11, Physical & Cognitive Development in Adolescence Start Chapter 12 Assignment #2, Adol. Then and Now	WATCH: Childhood and Adolescence (Ages 6-20) This program examines the years before and during adolescence and the stressful task of molding an identity while the biological and social clocks are out of synch. http://www.learner.org/vod/vod_window.html?pid=452	Assignment 2 DUE April 11th
		EXAM 3	Exam #3 (Chapters 7-10) (Posted: March 19th)	Due: March 22nd @ 11:55pm
Week9		Chapter 11 cont. Chapter 12 cont.	**Participate in the Adolescence Observation Discussion**	Due: Fri. March 29th @ 11:55pm
Week10		SPRING BREAK	NO CLASSES SPRING BREAK	
			NO CLASSES SPRING BREAK	
Week11		Chapter 13, Physical & Cognitive Development in Early Adulthood Chapter 14, Emotional & Social Development in Early Adulthood.	WATCH: Early Adulthood (Ages 20-40) Young adults hear the first of many messages from the social clock: to separate from family, get a job, find a mate, set goals, and face reality in this period of intense social growth. http://www.learner.org/vod/vod_window.html?pid=453	Due: April 11th @ 11:55pm
		EXAM 4	Exam #4 (Chapters 11-14) (Posted: April 11th)	Due: April 14th @ 11:55 pm
Week12		Chapter 15, Physical & Cognitive Development in Middle Adulthood	DISCUSSION: Middle Adulthood	DUE
		Chapter 16, Emotional & Social Development in Middle Adulthood	WATCH: Middle Adulthood (Ages 40-60) Older adults are concerned with creating a legacy for the	

			next generation, changes in life direction, and personal goal achievement. http://www.learner.org/vod/vod_window.html?pid=454		
Week13		Chapter 17, Physical & Cognitive Development in Late Adulthood	DISCUSSION: Late Adulthood		DUE 5/07
		Chapter 18, Emotional & Social Development in Late Adulthood	WATCH: Late Adulthood (Ages 60+) An examination of the last stage of life, when people consider what they might still do to change or add to their lives. http://www.learner.org/vod/vod_window.html?pid=455		
Week14		Chapter 19, Death, Dying, & Bereavement	WATCH: Death Dying & Bereavement: http://www.learner.org/vod/vod_window.html?pid=466		
Week15					
		EXAM 5	Exam 5 POSTED 5/7		DUE 5/11
Week16		FINALS WEEK			